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L. G. Bigbee

ADDRESS

—OF—

Alexander
Athens
JUDGE A. W. TERRELL,

OF AUSTIN, TEXAS.

BEFORE

THE ATHENÆUM AND RUSK SOCIETIES

OF THE

UNIVERSITY OF TEXAS.

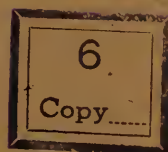
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ADDRESS OF JUDGE A. W. TERRELL.

Gentlemen of the Literary Societies, Ladies and Citizens :

At this the first public exhibition made by the students of the University of Texas, I can think of no better theme than the University itself, as a factor in the prosperity of the State, and in promoting the happiness of the people.

Texas, with her three hundred and eleven thousand school children, who are receiving instruction in free schools through more than seven thousand teachers, free of charge to parents, or with taxation so low as scarcely to be felt, exhibits a spectacle of local governmental beneficence never before witnessed in so young a State. Other governments can boast of more splendid and expensive school systems, but they are sustained by taxes on the accumulated wealth of generations. Ours is not the outgrowth of time and of inherited wealth, but was provided for by the wise foresight of men who, in the very hour of rescuing a broad domain from barbarism, consecrated it to freedom and dedicated half of it to the instruction of their posterity.

But elementary education alone will neither preserve nor advance a State. It must be supplemented with a knowledge of the arts and sciences among the advanced thinkers and workers in every department of life, and by an ardent patriotism which, like that of Curtius, will regard the preservation of the State as the highest duty of the citizen.

THOSE WHO MADE THE UNIVERSITY POSSIBLE.

And so it is, young gentlemen, that, before speaking of this University, free for the poor and the rich as it is, and will be, let me ask you to consider the men who long ago made this Texas free; let me remind you of who they were, of how

they wrought in poverty for your good, and hoped for that University which they died without seeing.

Never in the history of America, but once, has a body of men been assembled who equalled in boldness and sagacity the fifty-six delegates who met in convention in the town of Washington on the Brazos, and promulgated on the 2d day of March, 1836, the formal declaration of Texas independence.

In that declaration of their grievances against Mexico, they used this language: "It has failed to establish a system of public education, although possessed of boundless resources (the public domain), and although it is an axiom in political science that unless a people are educated and enlightened, it is idle to expect a continuance of civil liberty or a capacity for self-government."

Fifteen days after those fifty-six men made that declaration, and committed the issue to the Supreme Arbiter of the destinies of nations, they signed the first constitution of the Republic of Texas, in which they used this language:

"It shall be the duty of Congress, as soon as circumstances will permit, to provide by law for a general system of education."

That declaration was the babe in the manger, whilst idolatry was on the throne. Houston, who signed both the constitution and declaration, went at once with his associate delegates to command in the field, and thirty-five days afterwards avenged on the field of San Jacinto the butchery of the Alamo, which occurred just eleven days before the constitution was signed. Thus Texas made her demand for public education in the midst of a war for her existence, and it was made by those who went from the council chamber to the field, and periled their lives to secure it.

Let no Texas youth ever fail to honor the memory of those who signed that declaration and that constitution, and who stood with Houston, Lamar and Burleson in the shock of battle to maintain them. It was not strange that such men, standing almost in the presence of an invading enemy, should remember the cause of education, when we consider who they

were, for among them were educated gentlemen whose presence would have added dignity to any parliament on earth.

UNIVERSITY MEN OF TEXAS IN 1836.

History, while transmitting their names, tells you nothing of their accomplishments. Among them were Houston and Rusk, afterwards Senators in the United States. Collingsworth, an accomplished scholar and afterwards the first Chief Justice of the Republic, was there; Antonio Navarro, a graduate of the University of Mexico; Dr. Motley, an accomplished scholar, slain a few days afterwards at San Jacinto; Carson, a distinguished graduate of the University of North Carolina; David Thomas, also a ripe scholar and the first Attorney General of the Republic. Geo. C. Childress, who penned the Declaration of Independence, with Menard, the two Fishers, Potter, Briscoe, Gazley, Conrad, Stewart, Stepp, Rains, and still others were there, a majority of whom were *University graduates*, and signers of that first Constitution.

Never did Camilius exhibit for his native Rome, or Hermodius and Aristogoton for Athens, a more ardent devotion than did those men manifest for this Texas, the land of their adoption.

UNIVERSITY GRADUATES IN THE CONVENTION OF 1776.

Just fifty-six delegates signed the Texas Declaration of Independence, and there were just fifty-six who signed that other Declaration on the Fourth of July, 1776, at Philadelphia. I have been curious to search out how many of the signers of the American Declaration of Independence were also graduates of Universities, as illustrating the influence of University education on the progress of freedom among the masses, and I find that forty-three of them were graduates of Universities or colleges in Europe or America, or were classical scholars. Harvard furnished eight, Cambridge three, Yale three, Edinburgh three, Paris one and Oxford sent two from her halls, still fragrant with the memories of John Hampden and his defiance of arbitrary taxation.*

*NOTE.—From an examination of many sources of information, it appears that the following signers of the Declaration of Independence on July 4, 1776, were University students: John Hancock, William Williams, William Hooper, Eldridge Gerry, John Adams, Robert Treat Paine, William Ellery and Samuel Adams, all

It is a slander upon such men to say that when they came to make a Constitution, they built wiser than they knew; they built well, because in the universities they had learned to explore the wisdom of the past, to understand the causes which destroyed the freedom of man, and they built wisely because they knew how to build. They possessed a degree of learning, and knowledge of the history of governments in all ages, seldom now found in legislative bodies, and this is the more remarkable when we consider that in 1746 there were but seventeen graduates of colleges and universities among all the people of the colony of New York. From this we learn the deference paid to scholarly attainments in 1776, and the grand results which come to a people, among whom the aristocracy of letters is assigned the first rank. By such men, education for the masses was first demanded in Texas.

HISTORY OF UNIVERSITY LEGISLATION.

During the administration of President Lamar, an act was passed in January, 1839, by the Republic, setting aside four leagues of land in each county for the establishment of an academy therein, and fifty leagues of land for the establishment and endowment of two universities. On the 16th of March, 1840, the Congress appropriated for the use of each county an additional league of land, to be used by the school commissioners of the counties, one-half in purchasing scientific apparatus for a county academy, and the other half for county schools, and they prohibited the employment of any teacher in an academy unless he was a regular graduate of some college or university. The Constitution of 1845 dedicated one-tenth of the revenues of the State to the cause of

graduates of Harvard. Oliver Wolcott, Philip Livingston and Lewis Morris, graduates of Yale. Thomas Lynch, Arthur Middleton and Thomas Nelson were graduates of Cambridge. Richard Stockton, Dr. Benjamin Rush and Joseph Hewes graduated at Princeton. Thomas Jefferson, Carter Braxton and Benjamin Harrison, graduates of William and Mary College. Charles Carroll graduated in France at the College of Paris. James Wilson, Thomas Hayward and John Wisherspoon graduated at Edinburgh, in Scotland. Matthew Thornton graduated at Worcester. Francis Lewis graduated at Westminster. William Paca graduated at the College of Philadelphia. Thomas Hopkinson graduated at the University of Pennsylvania. In addition to the above the following delegates received classical educations: Edward Rutledge, Lyman Hall, Button Gwinnett, Josiah Bartlett, George Read, George Clymer, Thomas McKean, James Smith, Cæsar Rodney, George Ross, Richard Henry Lee, Thomas Stone and Francis Lightfoot Lee. Thomas Stone was instructed in the classics by his mother, and Benjamin Franklin mastered the Latin, Spanish and Italian languages after his marriage.

public education and expressly forbade the disposition of any of the common school lands, either by sale or lease for a longer period than twenty years. It was not until Feb. 11, 1858, when a bill for the establishment of one university was introduced by Lewis T. Wigfall in the State Senate and sustained by him in a masterly report, that the idea of two universities was abandoned, and one was provided for, with an endowment which promised to be munificent.

SENATOR WIGFALL'S REPORT.

And here let me rescue from the oblivion in which it has slept for twenty-six years a portion of the report made by Senator Wigfall, then in the State Senate, on the proposition to establish one university. He said: "It must be the wish of every patriot that all sectional differences that now unhappily prevail, founded on mere locality, should cease. Establish two universities, one in the east and the other in the west, and the youths in different sections of the State will be educated at their respective institutions. Will not rivalry at once spring up between the two institutions? Will not the youths of each be imbued with their sectional prejudices? May not different systems of political philosophy be taught in the rival institutions? Texas should be a unit. No friendships are so lasting as those formed in youth. No ties so binding as those of college life. The chum is a brother, not of accident but of choice. Then let us bring our youths from the east and the west, from the north and the south, and educate them at one common institution, teach them to feel that they are TEXANS. When their hearts are most susceptible of impressions, allow them to form friendships, which will last through life. When they meet on the great theater of action let them meet as brothers. Establish two institutions and you will already have formed two states. Those who had been educated out of a common fund would meet in your legislative halls like strangers, they will act like strangers, they will feel like strangers. A division of the state has ceased to be thought of except by those who *love place and power more than country*, those for whom there are not offices

enough. If Texas is to remain in the Union, as must be the wish of every patriot, her power and influence will be diminished by division. Texas came into the Union as an Empire. Let her remain in it as an Empire, or go out of it as an Empire."

ONE UNIVERSITY REQUIRED.

Thus was the legislation of 1839, which required two universities, changed, and the establishment of one provided for. It was never the purpose at that day, in requiring more than one, to establish two sectional universities. The journals of the Congress show, that in the bill as it was first introduced requiring an eastern and a western university, the words "eastern" and "western" were stricken out and the word "two" retained, in order that one university for each sex might be established if deemed expedient. And so an embryo university was created on paper in 1858, but no provision was made for its actual location and establishment, though one hundred thousand dollars was then in the treasury, set aside at the same session for its use. The branches of learning to be taught were prescribed, its administration provided for, and though it was declared that it should be located "at such place and in such manner" as might thereafter be provided by law, no law for that purpose was enacted.

When the Constitution of 1866 was adopted, it required the Legislature, "at an early day," to make "such provisions by law as will organize and put in operation *the* university." Under that Constitution a law was passed contemplating two universities, in disregard of the Constitution, which required one. It provided that one should be called the "East Texas University"—the first and only legislation which looked to sectional institutions. Fortunately for the cause of education and for Texas, that act was never carried into effect.

Nine years afterwards, when the Constitution of 1875 was adopted, the establishment of one university was again required. Under that Constitution an act was introduced and

passed under which one million of acres of land were surveyed for the university, and another million was secured by act of April 10, 1883.

PRESENT UNIVERSITY ESTABLISHED.

On the 30th of March, 1881, an act was passed creating, as it now exists, the University of Texas, and which provided for its administration and government, as well as for its location and the erection of its buildings—just forty-two years after the first act of the Republic which contemplated it was passed—and it now stands on the ground selected for it under direction of President Lamar, forty years before the foundation of the building was laid.

EDUCATIONAL ENDOWMENT IN TEXAS.

And now Texas, with a university endowment of half a million in money and bonds, besides \$71,000 of available university funds and a permanent land endowment which, judiciously administered, will make ours the best endowed University in the South or West, and with a permanent public free school fund of over \$5,000,000 and thirty millions of acres of school land, worth over \$60,000,000 in money, what but the blundering folly of idiotic legislation shall prevent this State from soon realizing, in the education of all her youth, the dream of those whose valor and foresight provided for these splendid endowments?

NO SECTARIAN EDUCATION.

Profiting by history, Texas has wisely provided in her organic act, that the fruits of taxation shall not be bestowed on sectarian schools, and written it in the act creating the University that no course of instruction of a sectarian character shall be taught therein—thus announcing that public education by the State is to prepare man to be an intelligent citizen of earth, that he may worthily perform his duties here, leaving to individual efforts, to religion and conscience, the high mission of qualifying him for his destiny in another sphere.

CO-EDUCATION OF THE SEXES.

Texas has also recognized the fact that civilization cannot be advanced by man alone, and that the accomplished mother is a more potent instrument in stimulating the ambition and moulding the character of her boy, than the father can be. The right of young ladies to enjoy equal advantages with their brothers in the University is secured by law, and Texas will see to it that this right shall never be curtailed.

Nor is there anything really new in this. The University of Bologna, perhaps the oldest in Europe, not only admitted ladies as students more than two hundred years ago, but was made famous eighty years ago by Clotilde Tambroni, its professor in Greek, and on Lauri Bassi it conferred the degree of doctor of philosophy more than a hundred years ago. In the Royal University of Italy, ladies are admitted as students on equal terms with young gentlemen, and even Oxford and Cambridge in England have lately followed that example.

This is not the place to answer at length why that grand old University of Bologna with its free charter from Fredric Barbarosa, standing for ages like an oasis in the desert, in its efforts to advance woman, was almost powerless to enlarge the sphere of her usefulness. Custom and the unwise selfishness of her master, alike condemned woman to wait for the dawn of a more liberal spirit in the nineteenth century.

In America the co-education of the sexes in universities is no longer an experiment. Wherever it has been attempted the uniform high character and deportment of the young ladies, and their ambition to excel, shown by their ability often to secure the highest collegiate honors, attest the wisdom of admitting them on equal terms to the same class room with him who, while being refined by the association, may impart to her something of the self-reliance of his more rugged nature.

HIGH EDUCATION NECESSARY TO A NATION'S EXISTENCE.

The extensive cultivation, by the largest practicable number, of the highest order of science and art in every department of industry, is a necessity in the present and will be in

the future, to preserve not only the integrity but the very existence of any nation. That necessity results from the fact, that science and art have been directed in modern times to the comfort, well being and elevation of the masses of people existing in each nation, which constitute the measure of its power. Such was not the mission of learning in the earlier days of the world's history. Instead of ministering to the advancement of the great masses of the people, it was bestowed on man-worship, on that of personal gods, and to increase the power of the priesthood over the multitude.

The seats of learning for many centuries were scattered from the mouth of the Euphrates to the straits of Gibraltar, and on both sides of the Mediterranean, and yet where among the splendid ruins that are left will the curious traveler find one monument to commemorate the freedom or the happiness of the people who erected them? All were for the worship of strange gods, to deify popular heroes, or to tell posterity how conquerors had prostrated the liberties of neighboring States.

KNOWLEDGE THE MEASURE OF NATIONAL POWER.

A nation's knowledge among all its people is the measure of its power, while ignorance among the masses is a standing bribe for the spoiler. And so it was, that in past ages, while the multitude remained in darkness, and learning was confined to patrician classes and the ministering priests of idolatry, there could be no permanence in government.

THE LEARNING OF ANTIQUITY.

A knowledge of astronomy was cultivated six hundred years before the advent of Christ. The Chaldeans, Egyptians and Chinese studied the planetary system, but their researches were fostered only by astrology, even as Alchemy fostered chemistry, and both were used by exclusive classes to impose on ignorance, or bolster the claims of prophecy.

The philosophy of their greatest men was abstract, mythical, and speculative, and served no practical end in promoting the happiness of the whole people. They deduced their morals from the nature of man rather than from that of God;

and hence their deities personafied both virtue and vice. Though some of their philosophers have left us sublime proofs of the existence and perfections of one god, the academies doubted and the epicurians denied his providence. They had indeed their republics in name, but they worshiped gods of conflicting attributes, and the rational progress of man was impossible.

That philosophy which embraces the universe of phenomena, including every fact which can be grasped by human cognizance, was to antiquity a sealed book, if we except that of Aristotle, whose learning, transmitted through the schools of Arabia, helped centuries afterwards to shape the philosophy of Europe. It shed a fitful gleam of light in Southern Europe while Plato and Aristotle lived, only rendered the more conspicuous by the darkness that followed.

LEARNING OF ANCIENTS NOT FOR THE PEOPLE.

No Shiloh whose teachings enfranchised the people from ignorance appeared; for though Pythagoras, five hundred years before Christ, contrasted the practice and results of virtue and vice, insisted on a pure life, and made the striving after the divine likeness in the elements of goodness and mercy the standard of duty, he could establish no league among earth's rulers to enforce his teaching, by showing mercy to the laboring masses in lifting them from ignorance.

At a time when eloquence was most esteemed, and freedom almost deified, it was freedom for the patrician, whose contempt for the people was illustrated by Cicero when he said, "I am of opinion that though a thing be not foul in itself, yet it cannot but become so when commended by the multitude." The same contempt was shown by Phocion when he said, "What mean thing have I done that the *people* applaud me?" Science and art were handmaids to military power, and though the chisel of the sculptor fashioned forms of beauty, nothing else is left but the vast sepulchres of rulers, temples devoted to superstition, triumphal monuments to commemorate the destruction of freedom, or castles in which brute force entrenched itself.

THE FEUDAL SYSTEM.

Even the feudal system of later days was not for the people, but subdivided the one-man power and multiplied their masters. The science of government was restricted to proping some established religion, or distributing power among hereditary rulers, in disregard of the improvement of the people, who were their ignorant instruments. As the feudal system gave way and the work of the printer began, a new era began to dawn on humanity. You will search in vain among the relics of antiquity for one monument erected to commemorate the happiness or wisdom of the people, for they all tell of the misdirected labor, through centuries, of the buried millions of our race.

REVIVAL OF LETTERS.

In Europe it was not until education passed measurably from the monasteries and cathedrals to the free universities of states and cities, that its classic and intellectual revival began. Until then, learning was confined to cathedrals and their dependent schools in the cities, which, while possessing the learning of antiquity, were intent only in perpetuating it for, and confining it to, the church. The University of Paris, controlled by the high functionaries of the church, with its dependent schools and colleges, monopolized in France the work of high education, until it was suppressed by the revolution in 1793, and never afterwards until 1875 did France pass a law permitting the establishment of universities independent of government and ecclesiastical control. Nor was the great work of high education more free from sectarian domination in the grand universities of England, for no student could be admitted to the fellowship either of Oxford or Cambridge without declaring that he was a member of the Church of England, until the test act of 1871, which emancipated education from the restrictions of bigotry.

DWARFING INFLUENCE OF BIGOTRY.

For fifteen hundred years the world produced few great thinkers except those who devoted themselves to the church. Science languished, discovery paused, and the human mind,

fettered by ignorance, refused to advance. During all that period, Europe produced no successor to Archimides, and yet on her southern border, one peninsula where the people for a season ruled, produced in the same half century Socrates, Aristotle and Plato. No better commentary can be found on the dwarfing influence of ecclesiastic control on science in Europe, than the fact that while the elements of Euclid of Alexandria were familiar to the Moors of Spain and to the learned Mohammedans of Arabia, they were not translated into any European language until the twelfth century.

Would I, by reminding you that theology once monopolized and dwarfed science, disparage the sectarian colleges now nobly struggling for recognition in Texas? Far from it. They feel the liberal impulse of the age; theirs is now the noble and two-fold work of advancing knowledge and aiding to transmit faith, which must challenge our admiration, no matter what the creed, when it is founded on the cardinal truths of Christianity.

CHURCH AND STATE.

But religious faith pertains to the domain of conscience, and no man's taxes should be used to enable others to teach a creed, involving the destiny of the soul, which his conscience cannot approve. If American institutions have instructed our race in anything, it is that man's happiness is promoted by divorcing the church from politics and civil administration, and by leaving science and the arts, when fostered by the state, free to advance him, untrammelled by the magnates of any sect.

OUR PROGRESS AND OUR DANGER.

Our progress is wonderful, but the magnitude of the work still to be done in fitting by education all the people for intelligent citizenship, is startling in the light of recent statistics; for we find that in 1880, *twenty-nine* per cent of our population in Texas over ten years old were unable to write their names; while in Alabama, Georgia, Louisiana, Mississippi, South Carolina, North Carolina, Tennessee and Arkansas from 35 to 55 per cent of the people could not write. In twelve States from

15 to 22 per cent of men and women over twenty-one years old were unable to write in 1880. There are over five millions and a quarter of people, white and black, in the United States unable to write, and this though State governments, corporate and individual enterprises, are sustaining 280,000 teachers, who instruct annually 10,000,000 of children, at a cost of \$83,000,000.

Well will it be for us if this mighty effort to elevate the masses is not only sustained, but, within constitutional bounds, increased, when we consider that our institutions can have no other rational basis for security than the intelligence and virtue of the people.

CONDITION OF CLASSICAL LEARNING.

Passing from the common schools to consider the statistics of colleges and universities, we find that in 1881, of fifty millions of our people there were but thirty-two thousand students seeking a higher instruction than is afforded by the common schools, or one in every three hundred and twelve pupils. Of that thirty-two thousand, there were but fourteen thousand pursuing a classical course, or one to every seven hundred and fourteen pupils in the schools. Now, of these fourteen thousand students in a classical course in 1881, but one in every ten would graduate in a full collegiate course, thus furnishing annually but one accomplished scholar, in the the colleges and universities of all the States, to every seven thousand pupils being educated. Of those who graduated there were but four hundred and sixty who remained as graduate students. So that of those who in 1881 still pursued their studies after graduating, so as to thoroughly prepare themselves for transmitting to others the advanced learning of the age, there was but one to every 118,000 of our population, or about ten to every million of our people. Under a high curriculum, not one even of that small number was a student on Texas soil.

PROFESSORS AND COLLEGES INCREASE FASTER THAN STUDENTS.

The last decade reveals startling facts also as to the relative increase of facilities for university instruction, and the num-

ber who seek scientific and classical education; for it will be seen that while the universities and colleges increased thirty-nine per cent between 1870 and 1880, and instructors in the higher branches of learning increased forty-eight per cent. the increase of students was but twenty-one per cent!!!

How shall this be accounted for and how remedied.

CORRUPTING TENDENCY OF WEALTH.

Its cause will be found in the tendency of the hour to elevate riches above wisdom. The wild thirst for money-getting is the dominating passion of this age everywhere, and humiliating as the truth is, we seem to be increasing in wealth more rapidly than we progress in true refinement and civilization. The almost barbaric pomp with which riches suddenly acquired now surrounds itself, exhibited in conspicuous colors, and announcing itself in gaudy equipages, is corrupting the susceptible mind of youth, who, in this age, needs to be reminded, that the citizen who has explored the mysteries of science, who is familiar with the history of his race in its progress through time, and is blessed with competency, is a prince among men. He looks down from his serene height on all the glittering gew-gaws of the mere money-getter, and instead of breathing an animal existence in the lap of wealth, he rejoices in the delights of an atmosphere which the man of letters alone can enjoy.

DUTY OF THE STATE TO LEARNED MEN.

But to make the young men of Texas believe this in a trafficking age, in which the attainment of wealth seems to be the great aim of existence, something more than university opportunities is needed. The State and its board of regents must become active agents in making distinction in letters attractive. One right step has already been taken in the bestowment of salaries which have brought here teachers in each department with national reputations. When the State fixes, as we have done, a value on educated brain at a higher figure than she pays her most exalted civil officers, much has been done—but more remains to be done. Substantial honors and prizes of free scholarships after graduating, and

professional advancement, must be offered as rewards for distinction, no matter what they may cost, until a chord shall vibrate in the bosom of every talented youth in Texas to advance and win them.

HOW ADVANCED LEARNING MUST BE POPULARIZED.

Learning must be exalted and made as attractive in Texas as it is in England and Germany, and public sentiment must accord to the learned teacher a place in the scale of social being above *any man*, no matter how rich, who is less worthy and intelligent, and must award him his proper share of influence and dignity.

A free scholarship before graduating in the University is the attractive prize offered by some States to those who distinguish themselves in preparatory schools. But that prize now is offered in Texas, without labor or merit to every student in the State. Something more must be done to dignify learning, and recruit the ranks of graduates.

In this great work the State will move when the educated gentlemen of Texas and an independent press will co-operate to rebuke the demagogues who pander to ignorance in disparaging a university education, and not before. And the beleagured at Lucknow did not hear with more thrilling joy the wild scream of Havelock's bag pipes, as he moved to the rescue, than will the friends of civilization hear the first full chorus of awakened public sentiment that will silence those demagogues. Let prizes of money reward distinction in classes, for we may rest assured that the student who wins such a prize will often feel the need of it to aid him in mounting the still higher walks of learning, and thus society and the State will be repaid a thousand fold for the bounty which creates one more instrument to enlarge the bounds of knowledge.

The desire for the general bestowment of rudimental instruction, which every philanthropist feels, is often simulated by the designing office hunter. Much education for the poor and low taxes for property holders, are the inconsistent pass-words to position, while the cause of higher education has found but few champions among us.

THE STATE'S DUTY TO COMMON SCHOOLS AND THE UNIVERSITY CONTRASTED.

When the State imparts primary instruction as a public duty, it is not done so much to extend the bounds of knowledge as to transmit that already possessed, and necessary for intelligent citizenship, to as many of the rising generation as will receive it.

But when a State establishes and endows a University, its object must be discovered in the public duty to train, for its own future use and glory, true talent wherever found among its children, to conserve civilization and stimulate to future discovery.

The mission of the common free school is to transmit that knowledge which even the most common understanding may acquire, and which every citizen, no matter what his sphere of action, should possess.

The mission of the University is to furnish and equip those minds fitted by nature to acquire it, with that learning which can only be gained with time and labor, and to sustain in each department scientific explorers after further knowledge. The one, prepares the average mind of every class for the ordinary duties of civil life; the other acts as a medium to transmit to the studious enquirer all in science and art that human labor has accomplished, and whose ministering priests in their studios and laboratories are working and exploring pioneers, in advance of human discovery.

PEOPLE MADE PROSPEROUS AS LEARNING ADVANCES.

And can a State bestow its bounty on a nobler work than this? In every stage of modern progress we find that man's condition has been ameliorated and his power increased in proportion as colleges and universities disseminated learning among the people. The State that will content itself with fostering public free schools alone, in which only the rudiments of learning are taught, must expect a population standing on a plane of sterile mediocrity, the genius of its sons suppressed for lack of nurture, and its civil administration in the hands of demagogues, or controlled by an imported element of su-

perior culture. That all cannot or will not enjoy the bounty of the State by receiving a classical education, is no reason why it should be denied to any, since it is to be conferred by a university established and endowed without taxation.

MISSION OF THE UNIVERSITY.

No university was ever designed to accomplish the impossible in the effort to polish dull mediocrity. The State's bounty in the endowment of ours, was not bestowed to force into its halls the youth who lacks either the brains or the ambition to advance. It is a beacon light on the advance line of civilization, whose fires are only to be kept burning by ambition and intelligence; and when these are possessed in an eminent degree by any youth in the common schools and academies of Texas, no matter how poor he may be, the means to accomplish him here will be at hand.

The University is not alone for the rich. The freedom to every son and daughter in Texas, of proper age, to here enter, proclaims this truth.

Europe in all her borders has no institution founded like this, in a spirit of universal beneficence, for it has no university like this, in which all who desire to be, may be instructed as free scholars of the State, whether rich or poor, exalted or humble.

ITS BENEFITS CHIEFLY FOR POOR AND MIDDLE CLASSES.

Our University is for those, whether rich or poor, whose resolutions and native endowments qualify them to receive its advantages, and, nine times out of ten, these qualifications are found among the sons of the middle classes and the poor. The rich can, and do, send their sons and daughters abroad, draining the State of half a million of money every year to build up other schools, and (with rare exceptions) neither the parent nor the State receives much profit from the investment—for science is an exacting mistress, who bestows her favors on mental labor in its solitude, and scorns the allurements of luxury.

This University is not alone for the rich, but for the bright-eyed boy or maiden from our hills and prairies, however

poor, who will come here for knowledge, aspiring to excel; and those who do not thus aspire should never enter.

DEMA'GOGUES RIDING SCHOOL CHILDREN.

I pity from my inmost soul the few carping place-hunters who periodically ride to the halls of legislation on the necks of little children, promising the paradise of elementary education for mediocrity, and yet sneering at the great work of university education by the State for those, whether many or few, whom God hath marked for leadership.

For I maintain that if Oxford had prepared but one John Hampden for England, or Harvard, and William and Mary College but one John Adams and one Thomas Jefferson for America, either people would have been gainers if they had exhausted their treasuries to endow those institutions.

ARISTOCRACY OF INTELLIGENCE.

There is in this country an aristocracy of wealth; there is also an aristocracy of intelligence and intellect.

The one is as often the creature of accident and guile as of honest thrift, but is always awarded in this golden age some homage, though a bar dexter be on its escutcheon. The other is created by God, and bearing His seal to its nobility, comes upon earth instinct with power, and commissioned for leadership. To mould and fashion this heaven appointed aristocracy of mind, whether it dawns in the nest-er's cabin on the frontier, or is gently nurtured on the carpets of the rich, is the high duty of the State and the mission of our University. He who would have the State bestow all her energies in the work of education on that which is elementary, leaving the aspirations of gifted children, born in poverty, to yearn unsatisfied for that higher knowledge which the wisdom of ages has garnered, arraigns the wisdom of God, and would reverse His providence, which He has shown by establishing intellect, as in all things else, gradations of excellence, of capabilities, and of public usefulness.

DUTY OF EDUCATED MEN.

Let the men of culture in Texas move to the front, as they love their offspring and desire their development, and see to

it, that while our system of public free schools is improved and perfected, the great cause of secondary and university education is likewise fostered; for the latter is a sacred legacy, purchased with a price by those who went before us. It was endowed without taxation from that which their valor won, and will remain the most enduring monument of their wisdom.

DANGER TO CIVILIZATION.

I affirm that unless virtue and scholarly attainments shall take rank above riches, not only in the public judgment, but in practical legislation, this boasted civilization is doomed.

When the primitive man with stone weapons followed the chase like a beast of prey, reason was dormant and progress impossible, for every hour of life was needed to maintain existence. When in the progress of time copper and iron were revealed to man, we may suppose by accident, a great step in relieving him from labor was taken, and agriculture was made possible. But when steam, the printing press, and the spinning-jenny came comparatively in the same age with freedom for worship, mankind felt the impulse of progress like an electric shock, for labor was economized, learning easily transmitted, and time for discovery secured. Thus far, man has been elevated, his miseries soothed, and his life lengthened by science; and yet suicides multiply as never before, and almost universal discontent abounds in the midst of apparent prosperity. Why is this?

LAWS PROMOTING DISCONTENT.

I believe the answer will be found partly in the fact, that even the machinery of representative government has been taken possession of by those who bestow more time in making laws under which favored classes may pile up riches than in elevating to their proper dignity the great thinkers and discoverers of the age. What else but discontent can be expected when, after a free school and university has developed an original thinker and discoverer, at public expense, we find the government conferring on him by letters patent the exclusive right to coin wealth out of the masses from each discovery that may shorten man's labor or improve his condi-

tion? Though the people may be benefited in the end, the price paid is the elevation of one more pampered citizen whose wealth was obtained through the sweat of the multitude, whose comfort he was inspired to advance. Far better for humanity if all science could be rewarded by the State in honors and pensions, leaving each invention to elevate man from the hour of its discovery, at the smallest cost. Far better that the scientist should be honored by distinctions conferred on him by the State than that he should be known for his luxury and wealth. Under one system the State would confer honor, and that competence which would dignify and popularize learning; under the other, it bestows patents and starts another factor in the causes which elevate wealth and make the toiling multitude discontented. True, the scientist seldom becomes the millionaire. His patent when issued is soon owned by some expert money gatherer, or an artificial thing called a corporation, which also excites discontent, by the fact that it invades and monopolizes the fields of individual enterprise.

DUTY OF GOVERNMENT TO SCIENTISTS.

If Franklin, Fulton and Morse, had been each sustained after their discoveries on life salaries as members of a scientific department of government, in view of the blessings which their genius bestowed on their race, the reward would have been just, and in harmony with the theory of a government for the whole people. Such honors, not being hereditary, could never endanger freedom, but would extend her area by dignifying science. The last humiliating spectacle of subordinating science to riches, is shown in an agreement said to have been made by the first discoverer of the age with a corporation, by which he agreed that his mind *should belong to it*, for he agreed for a sum of money to invent for it alone.

The time is approaching, if man is to continue to advance, when philosophy and science will no longer be valued for the money they will bring, but for their universal benefits, and for the honors and distinctions bestowed by the State on those distinguished in them. Learning must be exalted, and

the power and tendency of riches to control all civil distinction stopped, or we will pass to a new sea of governmental experiment through the straits of anarchy.

WARNING OF HISTORY.

A prætorian guard once sold and delivered to the highest bidder for cash an empire which embraced all of civilization then existing in Europe; and whenever, by the universal judgment, riches shall take permanent rank above intellect and learning in this country, a republic will be in danger of repeating that history.

SCHOOLS FOR SECONDARY EDUCATION NEEDED.

But every effort to popularize university education will be abortive, unless a healthy public sentiment shall build up in Texas academies and preparatory colleges, in which material for universities may be supplied. What avails it to fill our university chairs with the ablest talent in America if we require it to perform here such work only as is done in preparatory schools? And yet this is just what these learned gentlemen have been partially doing, for the want of material prepared for instruction in a university course. Academies are needed to give secondary instruction so necessary in the preparation of those who come here, and who will afterwards become controlling classes in government. For there always should be, and will be, such classes, who are managers of capital, leaders in enterprise, chiefs in civil office, teachers in art and science, and in social and mental refinement. That leaders are sometimes uncouth and unlearned only proves the general rule that educated brain controls ignorance by the very rarity of the exceptions; and the State always suffers in the end from the exception.

What shall it avail us to keep wide open the doors of the University for the youth of Texas if we must forever be engaged in the work of preparing them for entrance upon a university course after their arrival? It is time that zeal for education should begin to become a zeal which will direct some of its energies to building up grand furnishing schools for the reception of native talent, which now hungers unsatisfied, finding but few half-way houses between the common free schools and the universities.

Young Gentlemen of the Literary Societies :

Nowhere on earth are students surrounded with climatic and natural conditions better adapted to intellectual progress than here at the University of Texas. If we descend from this altitude and go nearer the equator, to where nature supplies without labor the fruits of earth, man becomes enervated and his mind torpid under an ardent sun. In a more rigorous climate and on an unfruitful soil, all his energies are required to supply physical wants, and short time is left for mental culture. But here, at the foot of these mountains, on a fruitful soil, where the cooling breeze of every night refreshes both body and mind for another day of toil, our posterity may, if it will, realize our dream of a civilization that will be permanent and constantly progressive, for it will be founded on liberty, education and competence.

When, in after life, your thoughts revert to your alma mater, the most pleasing memories will be those of your literary society. There the consciousness of power is perhaps first felt, and the fires of ambition first lighted. From the hard study of classic and scientific lore, you will turn for pleasure, relaxation and profit to the exercise and interchange of views on literary subjects, and in your societies cultivate that habit of independent thought, so indispensable to the formation of elevated character. In your classical and scientific course your memory will be trained and your mind stored with facts, which, while important, are not more so than the volumes of human experience which you may read, and the great book of human nature which you *must* study.

Master, with fixed resolve, the learning of the class room, but neglect not to cultivate that taste for literature without which no man can be an accomplished scholar. The Georgics and Æneids of the friend of Maecenas, the Odes of his great contemporary, or the martial hexameters of the blind Greek, which, for a thousand years, inspired his people, you will learn, but in languages of the silent past. Neglect not the epic and pastoral bards of your own people, while studying Hume with Macaulay and with Greene, their history.

Consider from what a heroic race you sprung when you see a little Island in the north of Europe whose Shakespeare has delighted, instructed and inspired the world, and whose people, led by statesmen and soldiers trained in her universities, to-day hold a quarter of this globe in their grip. With the accomplished Gibbon explore the causes which destroyed the greatest republic of antiquity, and with Buckle and Greene learn how and why civilization has advanced. For I hold that no learning is more useful to a free citizen than that which instructs him how man has been elevated, and of the causes which from time to time have enslaved him.

The human mind to have full development must have pleasing exercise, and thus it may gather wisdom from recreation.

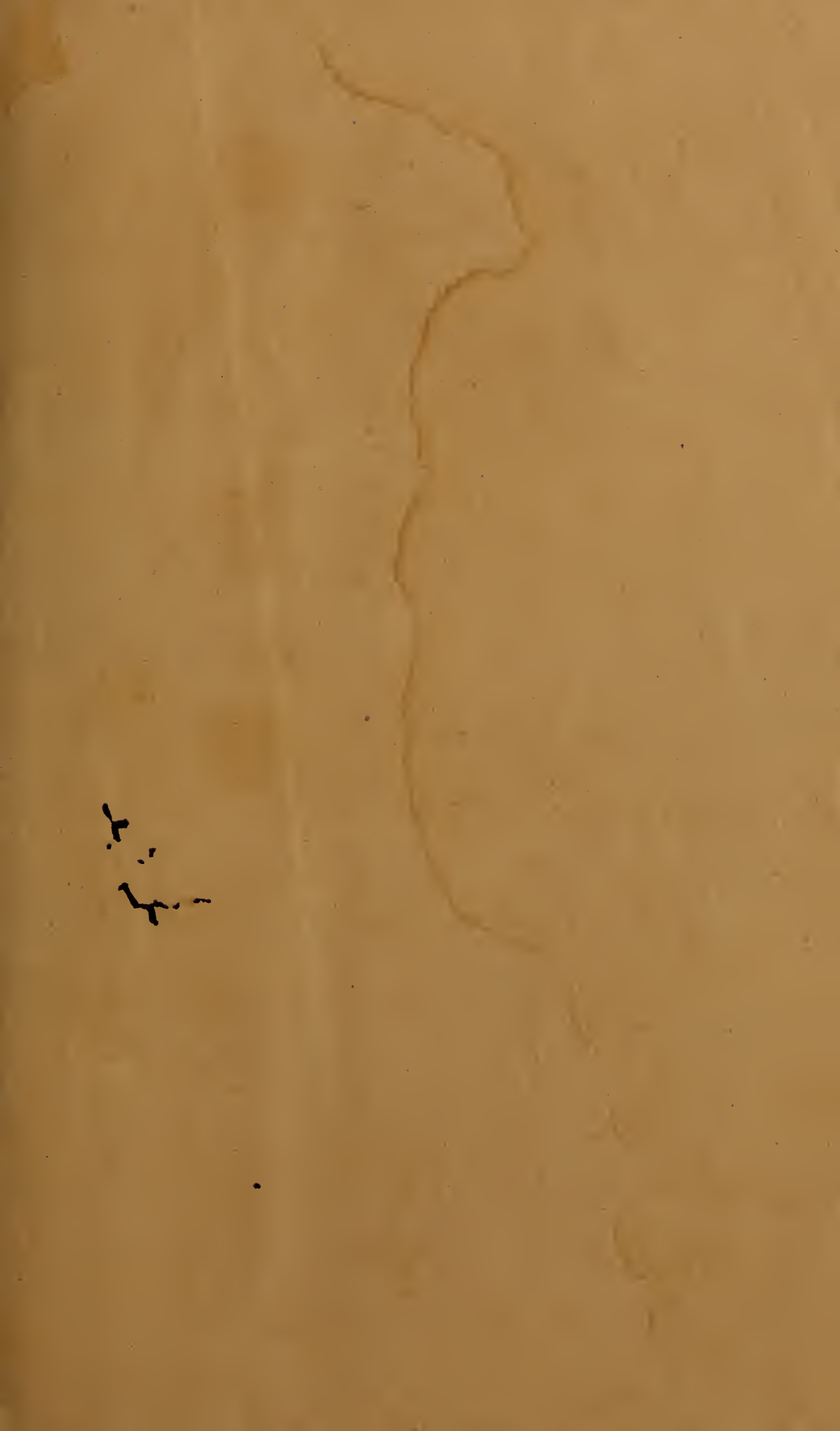
The gentleman who steps upon the stage of action from the university, cuts but a poor figure when he exhibits himself as a bundle of classical and scientific facts and nothing more. Learn that persistence is the key to success, and fix your ambition above and beyond self; for to what good purpose will you have lived, if when death comes you can point to no act which has advanced or benefited your race?

Whatever religious faith may be true, that surely must be false which does not inspire an ardent love for man in his ignorance, his misery and degradation. Next to the religion of God must be that of humanity. Will this inspire you? Behold! the harvest is plenteous!!! the wilderness is at last peopled, and the horrid grinding and clash between capital and labor, is heard in the heart of great cities, from the depths of mines, and wherever machinery gathers wealth.

You inherit the blessings of free government, but will be confronted with the unsolved problems that threaten it. Prepare well, therefore, for the great future of your manhood here on earth, and remember that while you are citizens of the grandest government in all this world, you are also citizens of a State the most heroic and the proudest of them all. Love Texas for her flowery plains and her free streams, for her chivalric past, her happy present, and for the glorious promise of her future. Love her from the mountains to the

sea, *as one Texas*, matchless in her beauty, free as this mountain air, and peopled by men glowing with patriotism and self-sustaining in their manhood !

Here Science wandering found her chosen seat,
And spreads her store of blessings at your feet ;
Wheels our rich products o'er each distant deep,
Even speeds our fancies on the lightning's leap ;
Prevents division with her iron bands,
And helps us labor with her thousand hands ;
With Art, her sister, walks through all this State
To help us prosper and to make us great.



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